

Mossley Hollins High School

Newsflash 22

Friday 26th February 2021



Messages from Mrs Din

Headteacher's Message

Please click [here](#) to read today's Headteacher's Message.

Subject Provision for Remote Learning

Please click [here](#) for further information regarding what you can expect for each subject when working from home.

Marking students' work

Feedback to students is an essential part of Teaching and Learning. To ensure that our students can make progress in our virtual school, our teachers have put together a schedule for marking assignments, which will be submitted via Teams. Teachers will make it very clear to students when and where to upload these key pieces of work. Click [here](#) to see a schedule, from each subject, of which the class teacher will mark key pieces – full feedback will be given to students on these key pieces of work. Each Sunday, Teams will send a notification to parents/ carers of any work, which was not submitted in accordance to this schedule.

In addition, teachers may also request that students submit other pieces of work to ensure that they are completing their work during the live lessons, in order to check that all students are working well remotely. This will help us to support student engagement and ensure that students do not fall behind in their Curriculum journey.

Character Development at Mossley Hollins

Once again, year 7 and 8 have been working hard towards their Character Development and sending in the evidence through the Character Development Form, which can be found on our school website [here](#).

Joshua Dawson has been awarded his assistant instructor certificate in Karate for helping younger students during lockdown.

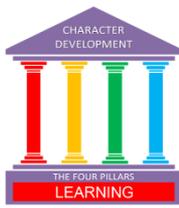
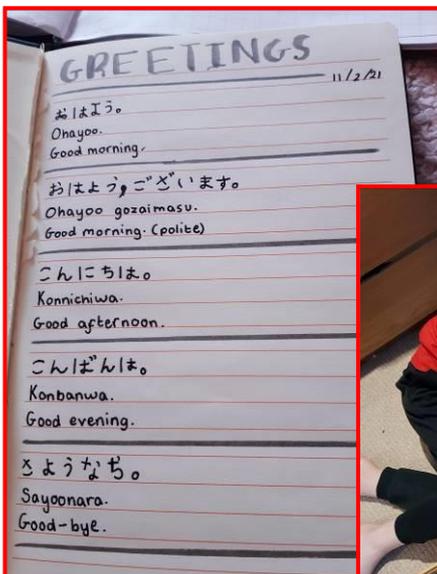
Ava Hanson has been looking after her pet tortoise.



Day	Washing up	Walk the dog	Hoover up	Load washer	Cook tea
Monday	Amber	Mum and Dad	Dad	Mum	Amber
Tuesday	Amber	Mum and Amber	Mum	Mum	Dad
Wednesday	Amber	Dad	Amber	Amber	Dad
Thursday	Amber	Mum	Mum	Mum	Mum
Friday	Amber	Dad and Amber	Dad	Dad	Dad
Saturday	Mum	Mum	Amber	Dad	Mum
Sunday	Dad	Mum	Mum	Amber	Amber



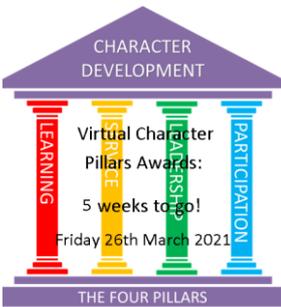
Amber Earls has put together a cleaning rota for her family to follow and Dylan Artingstall has been motivating his family to go on more walks



Ruby Dickson has been learning a new language- Japanese.

Dylan Artingstall has been learning to play chess.

Jessica Bowers has submitted a wonderful entry to the Show Box Set Design competition and Iona Ellis has took part in a community litter pick.



We are only 5 weeks away from our first ever Virtual Character Pillars Awards Evening, on Friday 26th March. We currently have 132 students who qualify for a badge but please don't worry there is still plenty of time fill in the form and receive your badge.

Student Voice

Thank you once again to all those students who have taken the time over the past week to let us know how their remote learning is going. Here are some of their recent comments about what we are doing well:

- You are still giving students an education.
- Much easier to work knowing a teacher is there to help.
- We have been able to learn lots even though we aren't in school and the teachers have made sure we have the right amount of work to do.
- Leaving 5 minutes early to get to next lesson.
- The teaching of lessons because you get away from the screen a lot whilst learning.
- I like how there has been a change at the end of the half term, meaning we will not be on a meeting for every lesson.
- I am able to take the learning at my own pace (including outside the classroom).
- How lessons are organised and I know what lessons I've got and when.
- I think the idea of online learning has definitely helped us in terms of catching up after the previous lockdown.
- People are (usually) abiding by the rules and we aren't really behind on lessons!
- The live lessons are well managed, in control and still educational. I don't feel as though I am missing out on much that I would be getting in school.

Standards and Expectations: Uniform Guidance for our Return – All Students

We would like to remind all students and parents of our uniform expectations and ask for your support in ensuring that these are followed strictly for the return of our students to the school building. Please see below details of our uniform expectations, which are published in the student planners.

This includes dark grey/black socks, dark grey school trousers (that match the colour of the jacket/pullover) and formal all black shoes.

Make up, jewellery, nail polish and /or acrylic or gel nails are not permitted at all and must be removed prior to returning to school. Likewise, students may have had new piercings over the Christmas break; again, these must be removed prior to returning to school. Students should not return to school with inappropriate hairstyles, including patterns shaved into their hair and/or hair dyed in a bright/unnatural colour.

We would like to remind parents and students of the footwear, which will be deemed acceptable and unacceptable. We are providing this reminder as prior notice to our return, so that no family wastes money on footwear that does not comply with our uniform policy before the students return. Footwear must not resemble trainers and shoes manufactured by sportswear companies will not be allowed. Canvas or leather converse/vans style pumps will not be allowed, nor will any footwear that covers the ankle.

Please be aware that some companies, market shoes as school shoes but in fact, they are not acceptable as they have logos and/or trainer like soles. Other shops, such as Clarks have also begun to design their school shoes to look like trainers. Shoes must be all black including the stitching, sole and trim. Logos of any kind are not acceptable, including Kickers. If students arrive in school with inappropriate shoes, they will not be permitted into lessons. Please help to avoid any issues by ensuring that the uniform policy is adhered to.

Expectations of School Shoes



Perfect Uniform

UNIFORM RULES	
GIRLS	BOYS
Regulation Purple School Jacket	Regulation Grey School Jacket
Tulox girls boot cut grey trousers (Simply Schoolwear) Tristar girls stretch grey trousers (Debonair)	Tulox flat front grey trousers White shirt – plain (any supplier)
Lilac open-neck fitted blouse	Grey or Purple sleeve-less, slip-over school jumper Purple striped tie
Grey or Purple sleeve-less, slip-over school jumper	
SOCKS: Black	SOCKS: Black
SHOES: All Black, formal, sensible low heeled school shoes. No boots or trainers	SHOES: All Black, formal, sensible low heeled school shoes. No boots or trainers

HAIRSTYLES: school will not accept students with shaven heads or emblematic patterns in their hair. No un-natural hair colour will be accepted. **NO MAKE UP, JEWELLERY OR NAIL VARNISH.** No hair accessories apart from purple/black bands and clips.

BAGS: Dark Plain Ruck Sack, Satchel Style Bag, Shoulder Bag (Suitable for A4 Books and Folders)
NO HANDBAGS.

PE UNIFORM RULES

GIRLS & BOYS
PE polo top
Grey shorts
Sports socks
Outdoor sports top (optional)
Tracksuit bottoms – black with school badge (optional)

All PE kit available from Simply Schoolwear & Debonair

Please see list of acceptable/unacceptable shoes on the school website.

Manners + Hard work + Honesty = Success

There is a reward for showing this good learning habit and an immediate sanction for not doing so.



School Uniform Recycling

There is now a link on our website under Parents / School Uniform Recycling, which links to a website where parents can list second hand MHHS uniform for sale and where others can then buy it.

Equipment

It is essential that all students bring the correct equipment into school each and every day and we want to remind you of what you must bring on your return. Coming to school ready to learn is the most important thing that you will do each day. Being ready to learn means that the correct books and equipment must be ready in bags and homework completed in readiness for the lessons that day. Your Mossley Hollins uniform, must be clean, smart and correctly worn without fail so that there are no distractions to the learning process.

We would like to remind students of the compulsory equipment which must be brought to school each day. As a minimum, students should bring:

- two pens (black or blue)
- a pencil
- a rubber
- a ruler (30cm rigid type is the best)
- a DEAR book
- their student planner and their good manners card
- their exercise book required for the lessons that day

Essential information: PE Kit on our Return

We are continuing with our safe and sensible approach on our return to the school building and we will minimise the use of our changing rooms to minimise the risk of the transmission of COVID 19 further. Please remember, on the day that your child has PE they will still be required to come into school in their MHHS PE Kit for the full day. Students can also wear a black, grey or purple tracksuit (pants/top) or a plain sports pullover (colours mentioned) to supplement their PE kit (not instead of their PE kit). We understand that some students may already have sportswear and we are happy for students to wear sports clothing that has a small logo on (please see pictures below for guidance). However, any type of hoodie, sports clothing with large logos, stripes or big ticks are not permitted.



Thank you for your support in preparing our pupils for a positive start on our long awaited return to the school building.

Mr. Wilson

Home Learning in Technology

Live Lessons

Food & Nutrition practical lessons continue from home

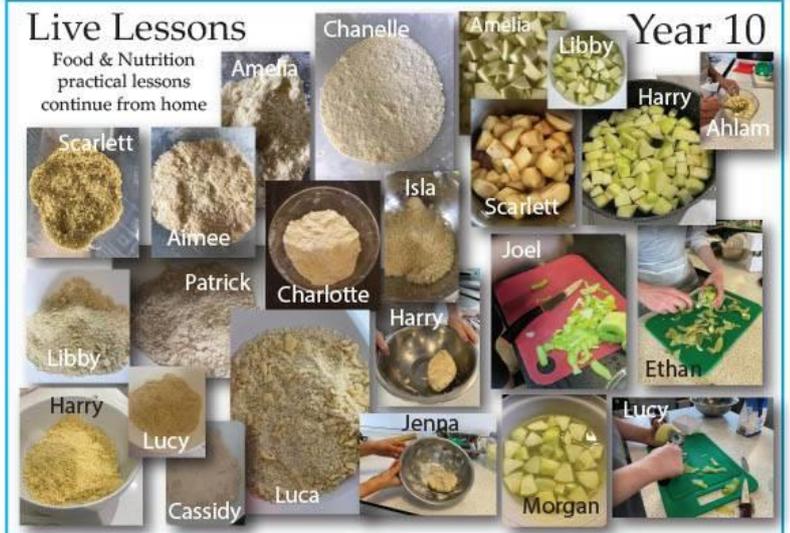
Year 10



Live Lessons

Food & Nutrition practical lessons continue from home

Year 10



Live Lessons

Food & Nutrition practical lessons continue from home

Year 11



SAMOSAS



Some of the amazing entries to the competition to design a face mask based on your favourite artist. Well done to all who have entered closing date is 1 March so get those entries to Mrs Adams as soon as you can!

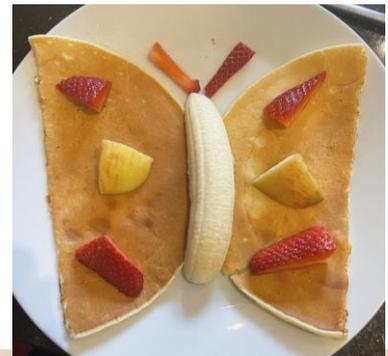


Pancake Competition

We have had some wonderful entries for our pancake competition over the Half Term holiday. The effort the students put into their creations was outstanding! It was a difficult task for our judge, Mrs Duncan, but she has chosen five winners who will each receive a £5 Amazon voucher. Well done to all the students who took part.

The winners are:

- Joshua Aspin
- Emma Catherall
- Joe McGrath
- Chloe Catherall
- Kalia Delaney-Green



Home Learning in MFL

Tortilla de patatas/Spanish omelette

INGREDIENTES
(para 4 personas)

3 PATATAS 4 HUEVOS 1 CEBOLLA SAL ACEITE DE OLIVA

1. Pelar y cortar las patatas y la cebolla en trozos pequeños. Peel and cut the potatoes and the onion into small pieces.
2. Poner todos los ingredientes en la sartén con aceite de oliva. Put all the ingredients in the pan with olive oil.
3. Vierte las patatas y la cebolla en un tazón. Añade los huevos batido y sal. Pour the potatoes and onion in a bowl. Add the beaten eggs and salt.
4. Mezclar suavemente y volver a poner en la sartén. Gently mix and return everything to the pan.
5. Cuando esté lista por un lado, darle la vuelta con la ayuda de un plato, y cocinar unos minutos por el otro. When the omelette is well cooked on one side, turn it over with the aid of a dish or a lid and cook for some minutes.

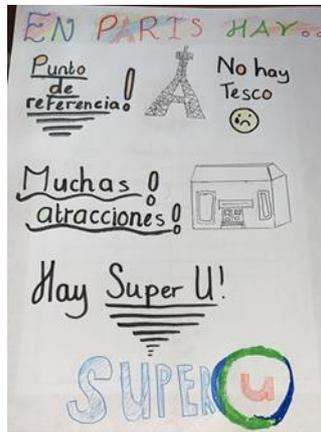
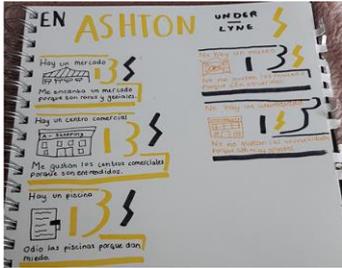
@worldofhappylanguages

This week the MFL team has been busy giving cookery lessons in Spanish to our year 10 students. We really enjoyed following the recipes and showing the students how to cook paellas, Spanish pizzas and tortillas in Spanish. We have set a challenge to all the students who followed the cookery classes: Can you cook the food your teachers showed you during the lesson for your family this weekend? Good luck!"



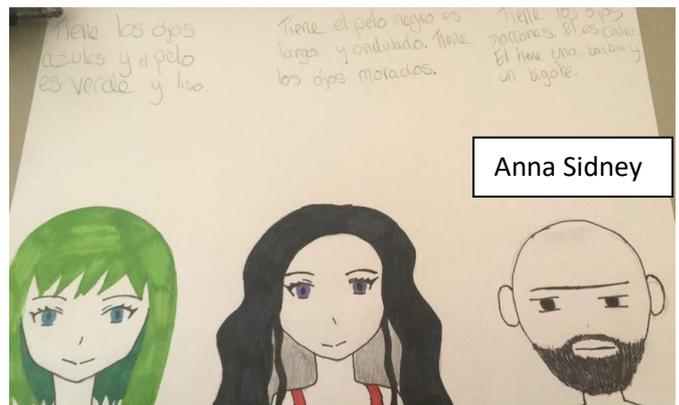
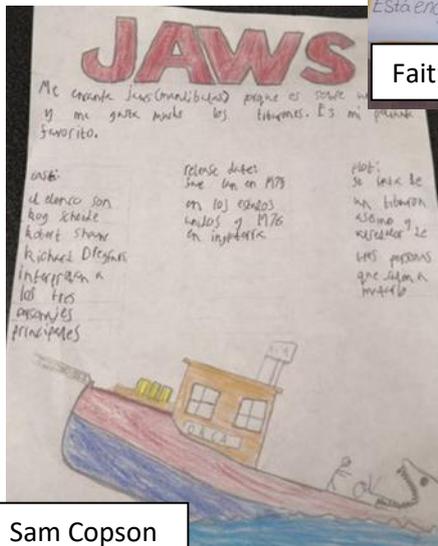
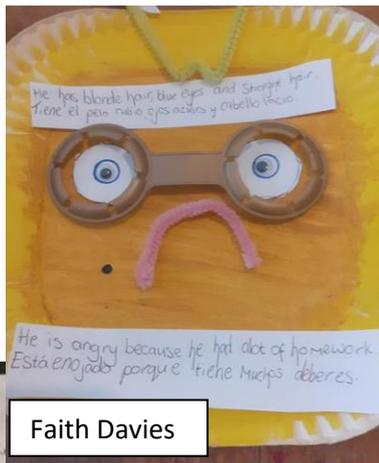
Here are some examples of Spanish work from Mrs Pringle's Year 7 class. They wrote about

what there are in towns and cities they know about. Before they started, they practised on Padlet. Thank you to Ruby Dickson, Tylor Bailey, Jessica Bowers, Sam Jones, Annie Le Duc, Dylan Pallister, Tanisha Miah, Isabelle Connell, Charlie Booth, Anna Sydney, Brooke Whitfield and Brooke Wright.



Our year 7 students were asked to undertake a project in Spanish. The idea was that they could create any characters they liked and then write descriptions of their chosen characters in Spanish. We got so many amazing entries and we enjoyed looking at party plate characters, anime drawings and illustrations of family member and animals.

¡Muy bien todos — Buen trabajo!



Home Learning in Science

Here is some fantastic work from Amber Earls (Y8) who spent the half term holidays developing her working scientifically skills. She complete the experiments looking at diffusion wrote about what she found.

Experiment 1-

My comparison challenge. When I put the red food colouring in normal tap water, I found out that it takes longer to diffuse than in warm water. I timed this; it took proximately 7.2 seconds. Whereas, in the warm water it only took 4.6 seconds. As you can see, the colder that water the more time the food colouring takes to diffuse.



Experiment 2

For this experiment, I used some of my body spray. I did this in the morning in my garage and in the afternoon in my house with the heating on. In the morning, I found it quite hard to smell the perfume and so did my Dad but in the afternoon with the heating, it seemed to have a more distinctive smell. This is probably because it takes more time to diffuse in colder environments.



Scientist of the Week

Marina Dote

Marina has been working hard all year, pushing herself in all of her physics lessons. In recent classes, she has challenged herself – explaining how motors and loudspeakers work, using Fleming's left-hand rule and continually revisiting work from previous topics. This has culminated in a series of above target grade achievements in her PPEs, end of topic and practice papers. A real role model for all scientists at MHHS.

Miss McLaughlin

SWEET CELL DIVISION

Mitosis is Sweet!
Mitosis is the process of cell division, where one diploid cell creates an exact copy of itself. This is the process used when you grow or heal a cut. Both daughter cells are also diploid, meaning they have 2 complete sets of chromosomes. During this activity you will replicate cell division using different sweets as different parts of the cell.
You could take pictures of each phase and turn them into a slide show.

You will need:
X2 SHEETS OF PAPER
GUMMY WORMS
GUMMY RINGS
STRAWBERRY LACES

Method:

First, cut your sheets of paper into large circles.
Place one circle down on your table, this will be the mother cell that is about to divide.

Take 2 different colours of gummy worm (you will need 2 of each colour) and squiggle them around into a small ball. Place this into your cell.
This represents the chromatin in the nucleus. Chromatin is a big tangle of DNA.

Interphase - During interphase the cell is just doing it's job, whether it is a muscle cell or a blood cell, the process of mitosis is the same!
As the cell starts preparing for mitosis the DNA starts to replicate. Take another 2 worms of the same colour and add them to the tangled ball.

Prophase - During prophase the chromatin begins to coil up (a bit like a slinky!) and this becomes a chromatid. The two duplicated chromatids are joined together by a centromere. Join the pairs of worms together by using a gummy ring (you might need to stretch the ring!)

Metaphase - Metaphase is the longest part of mitosis and can take up to 20 minutes! During this phase the chromosomes line up in the centre of the cell. They do this by being pulled by microtubules. These microtubules are also attached to a centrosome, these are positioned on either side of the cell and by using proteins they essentially play tug of war until the chromosomes are all lined up!
Tie 1 strawberry lace to each side of the ring. This represents the microtubules. Hold the other end of each of the strawberry laces and try to get the chromosomes to line up in the centre of your cell! Your hands have now become the centrosomes!

Anaphase - During anaphase the chromatids are pulled apart! The proteins in the centromere that are holding the 2 chromatids together split and the microtubules pull them apart.
Remove one of the laces from each ring and pull out one of the worms. Give this worm a new ring and tie the lace on (this is like the protein being split). Place this worm next to the other and then slowly pull the strawberry laces so until the chromatid worms are on separate sides of the cell.

Telophase - During telophase the cytoplasm begins to expand and the nuclear membranes form around the 2 new nuclei. The chromosomes become less coiled and eventually revert back to being a tangle of chromatin.
Place the second paper circle so that it overlaps the first. Tangle the 2 separate sets of worms and place them on either side of the cell.

Cytokinesis - cytokinesis is the process of cell movement. This is quite a vital part of mitosis, if the cells couldn't move apart then they would not be able to split.
Separate your two cells.

Share your results on social media
#EARNBYDESIGN
@BYDESIGNGROUP
#STEMATHOMELED

HAVE FUN WITH STEM AT HOME

PLEASE ASK PERMISSION FROM THE HOUSEOWNER BEFORE TRYING PART IN ANY EXPERIMENT AND ASK FOR ADULT SUPERVISION WHERE REQUIRED

FACEBOOK

SWEET CELL DIVISION CONTINUED . . .

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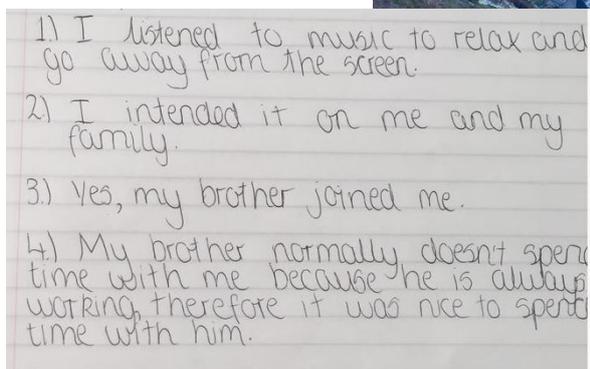
Home Learning in Humanities

This term, Year 7 have been investigating the big question: 'Should happiness be the purpose of life?' Whilst understanding what happiness is, how it can be measured, and Christian and Humanist views on happiness, Mrs Harrison has planned for Year 7 to have the time for reflection on what makes them happy and achieving their own, and others, happiness. Therefore, this week, students were encouraged to spend time away from screens to do something that makes them happy - with some excellent reflections and positive outcomes of

time spent with pets, family, and outdoors.



Here we have a Bearded Dragon - Willow Ladyko-Tomlinson, Landscape - Eva-Grace Naggs and a piece of writing on music - Lilly Wilson.



Geography Half-term Enrichment Opportunities

This half term, we set a challenge for Key-Stage 3 students to have a go at some additional enrichment opportunities! Activities provided students with the chance to further develop their geographical knowledge through: Cooking, reading, photography, design and research!

Two students who put in an excellent effort to further their understanding included *Amber Earls* and *Mae Traynor*.

Amber undertook some research on 'Japan' to find out some incredible factd including:

- Japan has quite an elderly population and at a figure of 21% makes them the highest proportion in the world. More than 50,000 people are over 100 years old.
- Square watermelons are grown so that they are easier to stack at market and store.
- The Japanese survivor of the Titanic was called a coward in his country for not dying with the other passengers.
- Around 24 billion pairs of chopsticks are used in Japan each year.

Amber also completed our photography challenge, I chose to show you the sky I photographed



"Early one morning last week; the colours are so beautiful. The red sky is due to humidity and I have researched that early sky that looks like this one can indicate that there is a warm front on the way. This was true as the day was so much warmer than the minus figures the temperature had been earlier in the week.

The clouds look like Cirrocumulus, which appear when fair weather is forecast, sometimes it was be that they appear before stormy weather."

Maths at Home – Create a Board Game Project

I would like you to use your creativity and imagination to help you design a mathematical board game. You are welcome to work collaboratively online with your friends to create a board game together.

Instructions

Your board game must:

- have a mathematical element to it (e.g. do you have to answer a BIDMAS question every time you land on an odd number or you move back?)
- have a game board to play on
- include instructions on how to play the game (including what you will need to play the game for example counters and dice)



Good luck. I look forward to seeing your finished games.

Please send your finished board game designs to c.byrom@mossleyhollins.com

Excellence in English

This week we are sharing some excellent English work. Miss Upton's English students have created podcasts discussing how tragedy is presented in Romeo and Juliet. They were asked to:

- Discuss key examples from the play and explain how these are significant ideas/events.
- Analyse key quotes and explore how Shakespeare presents tragedy with language/structure.
- Explore what Shakespeare is conveying to the audience.

The challenge was to be exploratory in their debate and offer alternative interpretations of meaning.

There are two super examples: Click [here](#) for one from Yogesh Patel, Stanley Deakin, Marina Dote and Alexander Polyzois. Click [here](#) for another podcast which is from Chris Gilmour, Freddie Hughes and Harry Yates.

The Future Belongs to You!



Are you interested in the environment? Are you creative? Would you like the chance to have your artwork displayed at the UN Climate Change Conference? Then read on...

Creative Earth is an art competition for people aged 16 and under from across the UK, run by the UN COP26 Climate Change Conference in collaboration with WWF.

Enter the competition to be in with a chance of having your artwork displayed at COP26 and show the rest of the world your vision for the future.

Click [here](#) for more details. The closing date for entries is 2 April 2021.

Year 7 Shoe Box Set Design Competition Enrichment Activity

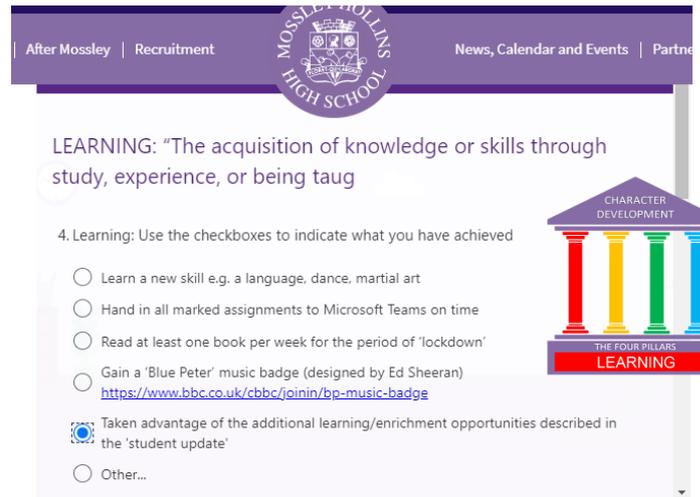
This is an exciting opportunity for our Year 7 learners. Do watch the video clip:

<https://www.youtube.com/watch?v=mRCONDOeDR8>

Firstly you need to choose your play, then create your Shoe Box Set Design. Your entries must be handed in to Mrs Ryan. Do send photographs or the actual models!

This will also be a fabulous opportunity for students to earn a credit towards their character development. Do fill in a Character Development form which is on the school website for learning or participation.

Our closing date is March 7th 2021.



After Mossley | Recruitment | News, Calendar and Events | Partners

MOSSLEY HOLLINS HIGH SCHOOL

LEARNING: "The acquisition of knowledge or skills through study, experience, or being taught"

4. Learning: Use the checkboxes to indicate what you have achieved

- Learn a new skill e.g. a language, dance, martial art
- Hand in all marked assignments to Microsoft Teams on time
- Read at least one book per week for the period of 'lockdown'
- Gain a 'Blue Peter' music badge (designed by Ed Sheeran) <https://www.bbc.co.uk/cbbc/joinin/bp-music-badge>
- Taken advantage of the additional learning/enrichment opportunities described in the 'student update'
- Other...

CHARACTER DEVELOPMENT

THE FOUR PILLARS

LEARNING

The Show Must Go On!

The Whole School Production Group has been meeting on Teams for two weeks now to look at potential scripts for a whole school production sometime in the future! Why not come along and join us! It's open to all years and we meet from 3.30pm to 5pm. Just message Mrs Ryan and ask to join the Team. We are looking for performers, designers and technicians. See you there!



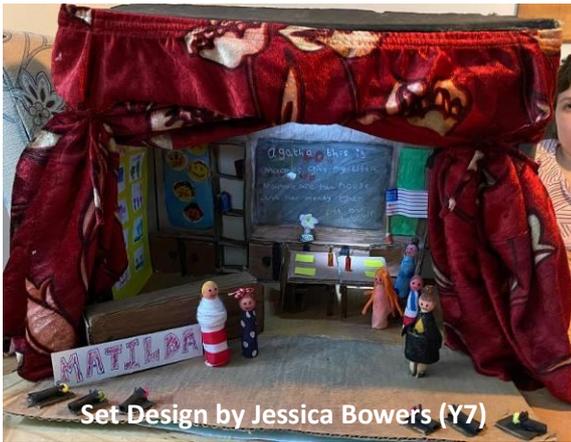
Progress Check Examinations Timetable- Reminder

As year eleven students return to school, they should expect to complete Progress Check Examinations in some of their subjects. Whilst we encourage students to prepare for these examinations in the best way possible, we recognise this period has been challenging for all students.

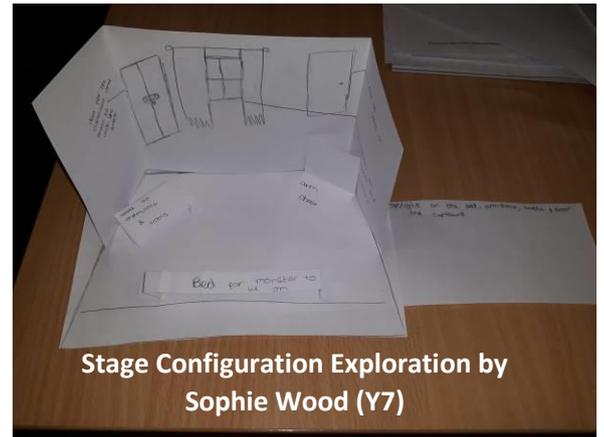
These Progress Check Examinations are a chance for students to show what they have learnt in the past few weeks and months.

The timetable and plan for the examinations will be issued to students on their return.

Home Learning in Drama



Set Design by Jessica Bowers (Y7)



Stage Configuration Exploration by Sophie Wood (Y7)

The play I will be referring to is Frankenstein which I viewed online on the National Theatre website. This adaptation was written by Mark Deen and directed by Danny Boyle. It was first preformed in 2011 at the National Theatre in London and starred Benedict Cumberbatch and Jonny Lee Miller alternating the roles of Creature and Victor each night. The production I saw starred Cumberbatch as Creature. It is of the gothic horror genre and the style of acting is naturalistic however the design elements are sometimes naturalistic such as the costume and sometimes abstract such as the set design. The play can best be described as Total Theatre. The artistic intention of the performance was to give creature a voice and the play discusses key themes of scientific responsibility and the notion of good and evil.

In the opening scene, Cumberbatch presents the protagonist, creature, as innocent, in pain and loveable. This can be seen when Creature emerges from the cocoon-like set piece at the start of the performance and begins to experience the world around him whilst being extremely frightened. Cumberbatch communicates this pain through erratic and grotesque gestures that produce hard tapping sounds. It reminded me of bioelectrical experiments that were happening in the 18th century when Shelley originally wrote the novel. This created a dark atmosphere and provoked sympathy in me for the creature as he suffered alone with no-one around to help. Cumberbatch also portrays Creatures innocence through loud and deep pitched grunts and screams throughout the scene. This made Creature appear as vulnerable amplifying my feeling of sympathy and portraying the character as loveable as he can't speak suggesting that even though he looks like a man, he still has the mind of a young child and so moreover making me feel protective of him. This innocence is soon destroyed when he is rejected by the antagonist, Victor Frankenstein. However, an aspect that subtracts from the pain creature feels is his comedic gait as it is very humorous and makes the audience project more positive emotions towards the spectacle like joy and happiness which they should not have. These movements juxtapose the previous less joyful movements and allow us to feel joy with the monster which only serves to enhance the disgust felt by the audience at his abandonment.

Live Theatre Analysis, by Nyah Brennan (Y10)

Initial idea - Someone believes they have met a new person but noone else can see them and they find out they are actually a ghost. Would involve 3+ characters - The main character, the ghost and the friend she tells about the ghost but who can't see them. Style would be realistic and serious but have comedic elements.

I think they are based on a celtic legend of equine sea creatures who are secretly evil (like a mermaid siren). It is a celtic legend about Shapeshifting - They are a human- could be an idea for a character.

light- how the light shines through the sculptures and how they are lit up in different colours. Beautiful - beauty in nature as wild animals. Reflection of the light on the water below the two houses, how you see yourself vs how others do.

arguments, things not being as they seem, things used to be, continuity, opens and perspectives between the 2 people. "I feel old wounds reopen" - what is the "you feel the thorns" - emotional pain and trauma post-trauma? what has (his line a physical stabbing pain such as thorns caused it to return? apom) could be a performance about this creature?

"You bleed" - there is pain on both sides. Shows variation and differences between what people see in the wild. "I am a dove you recognise the hawk" - shows how people are not always what they appear to be, there is more depth.

There is 4 people in the painting, like in my drawing group so would work well as a duet. The painting is vibrant and colourful whilst also being dulled. Portrays people in a downward direction late at night, viewed through its large glass window. There appears to be 3 separate parties (woman, couple and one man). The lights from within the diner illuminates the dark and deserted urban street. Links to how one person's positivity can affect others who are despondent.

"You and I" by Roger McGough. The hawk - shows how people are not always what they appear to be, there is more depth.

"Night Hawks" by Edward Hopper. It makes me feel very peaceful - it is quite relaxing. The lights from within the diner illuminates the dark and deserted urban street. Links to how one person's positivity can affect others who are despondent.

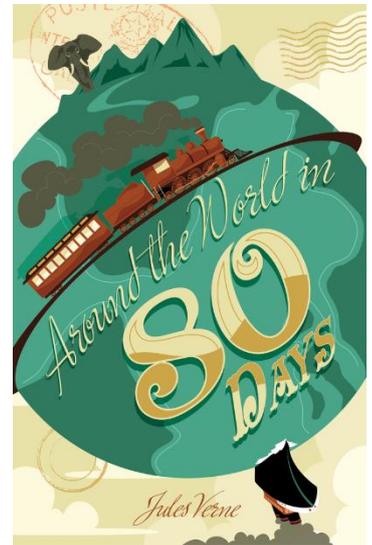
Responding to stimuli, Kiah Lees (Y10)

Reading for Pleasure

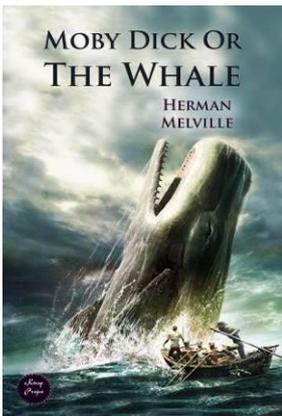
In the wonderful world of literature there is no lockdown; there are no travel restrictions! So allow these wonderful classics to take you on an unforgettable journey.

For Key Stage Three readers, we would like to recommend the fabulous *Around the World in 80 Days* by Jules Verne.

Filled with fantasy, comedy and grand suspense, Around the World in 80 Days is classic entertainment that is sure to enchant listeners of all ages. When an eccentric Englishman named Phileas Fogg makes a daring wager that he can circle the globe in just 80 days, it's the beginning of a breathlessly-paced world tour. With his devoted servant Passepartout at his side, Fogg sets off on an adventurous journey filled with amazing encounters and wild mishaps. Pursued all the way by the bumbling Detective Fix, who believes the two travellers are bank robbers on the run, Fogg and Passepartout must use every means of transportation known to 19th-century man - including a hot-air balloon, a locomotive, and an elephant - to win the bet. When Jules Verne's delightful tale of two globetrotting gentlemen first appeared in 1873, it won the hearts - and imaginations - of readers across Europe. Published chapter by chapter over the course of many months, Around the World in 80 Days aroused so much excitement that readers placed bets on the outcome of Phileas Fogg's race against time.



You can listen online [here](#).



For Key Stage Three readers, why not go on a journey across the seas with Herman Melville's classic novel of challenges *Moby Dick*.

The outcast youth Ishmael, succumbing to wanderlust during a dreary New England autumn, signs up for passage aboard a whaling ship. The Pequod sails under the command of the one-legged Captain Ahab, who has set himself on a monomaniacal quest to capture the cunning white whale that robbed him of his leg: Moby-Dick. Capturing life on the sea with robust realism, Melville details the adventures of the colourful crew aboard the ship as Ahab pursues his crusade of revenge, heedless of all cost.

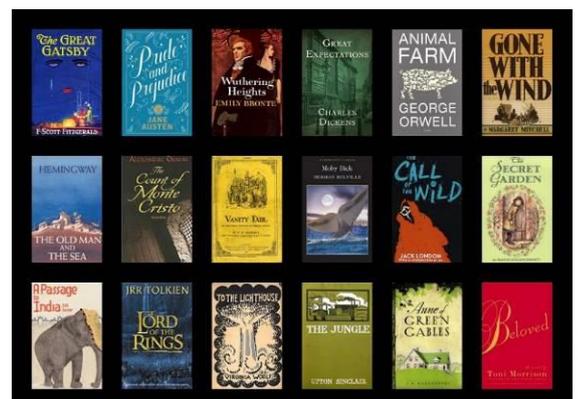
You can listen online [here](#).

World Book Day – Thursday 4th March 2021

We invite you to join in our celebrations of literature for World Book Day.

One of the ways we'd like you to get involved is by getting dressed up as your favourite character from literature. You could find your inner wizard and dress up as Tolkein's Gandalf; or is Dickens' Artful Dodger more your style? How about going on a gothic adventure as Bramstoker's Dracula or Hill's Woman in Black? We'd love for you to get involved and send in a picture of yourself in full literary costume. Try and persuade the whole family to get involved!

Since this year we will have to celebrate World Book Day in the virtual world, we'd also like you to change your teams icon to a book cover for the day. It could be the book you're currently reading, a favourite classic, or the next book you want to read.



Music Lessons

Here is Matthew Taylor (Y10) in school having his cornet lesson with Mr Beardmore



Mossley Hollins PE Department – Cancer Research 2 miles a day in February.

This week, on Sunday, Mr Miller, Mrs Dodd and Mr Doodson will finish their 56 mile in February challenge for Cancer Research. They have completed 2 miles every day in February to run a total of 56 miles. The PE department have been raising money for this and hope to raise over £500 before Sunday.

If you or your families are interested in taking part in the 2 mile a day challenge over the weekend, please visit the website www.cancerresearchuk.org for more information.

If you would like to you can donate to the JustGiving page by following the link [here](#).



Family Challenge – 2 mile challenge



The family ‘Stay at home Stay Active’ challenge in February will be to complete your own 2 mile challenge. We would like pupils, parents, carers and family members to take part in a 2 mile challenge each week. This could be a walk in your local area, a run around a park or even a bike ride. The PE department would love to find out what different families are doing so please email pictures or information to Mr Doodson or Mrs Dodd on a.doodson@mossleyhollins.com or v.dodd@mossleyhollins.com.

2 mile routes

Route 1. Mossley Train Station along Manchester Road towards Greenfield, to the Tollemache Arms Pub and back.	Route 2. Mossley Train Station along Manchester Road towards Heyrod, to the bridge under the train line and back.
Route 3. Mossley Hollins down Huddersfield Road to the Well – I – Hole farm and back.	Route 4. Mossley Hollins up Huddersfield Road to Stamford Golf Club and back.
Route 5. The Co-op in Top Mossley along Stockport/Mossley Road to Apollonia House Dentist and back	Route 6. The Royal George pub along Manchester Road to the Clarence pub and back.



Year 7 Outstanding achievement – Henry Wood

Henry Wood in Year 7 completed the 5k challenge over half term with his football team Manchester Corinthians. He completed the 5k run with his dad and they achieved an outstanding time of 26 minutes 10 seconds. Congratulations and well done to Henry and all his team mates.

Year 7 Outstanding performance – Ava Hanson

Over half term, Ava Hanson in Year 7 worked hard to improve her fitness levels with running and cycling. She completed three 5km runs and has improved her time significantly to get down to 34 minutes. She also completed two bike rides and cycled nearly 30km altogether. Well done Ava, an outstanding achievement

Year 7 Outstanding performance – Lucas Mason

Over half term, Lucas Mason in Year 7 worked hard to improve his fitness levels by running 5 times in the week. His personal best for 3km was 16 minutes and his personal best for 4km was 22 minutes. These are outstanding times; well-done Lucas.



Year 8 Outstanding achievement – Jack Towell

Jack Towell in Year 8 has been taking part in the '2 mile challenge' with his family by going out on bike rides during February. Just before half term Jack and his family went out on a 5.5 mile bike ride in very cold conditions at the top of the hills near Mossley (see picture). Congratulations and well done to Jack and his family.



Sport Performer of the Week



Year 7 – Henry Wood - for completing the 5 k challenge with his football team and achieving an outstanding time of 26 minutes 10 seconds.

Year 8 – Jack Towell – for cycling throughout February when out on his bike with his family and completing the 2 mile challenge in some extreme weather conditions.

Year 9 – Brian Fannon and Kira Lancaster – for demonstrating their badminton skills in a competitive game during their PE lesson.

Virtual Sports Clubs for MHHS pupils at home

This week, the virtual sports clubs started on Wednesday with a number of pupils taking part in sport related challenges in football, basketball and netball. The level of ability and enthusiasm on show from the pupils was very impressive.

We hope the virtual sports clubs will give pupils an opportunity to practice their sports skills and share their successes and achievements with the PE department and other pupils in your year group. If you are interested in taking part, please let your PE teacher know this week.



Request from the PE department

The PE department would love to find out what fitness challenges or sports challenges the pupils of Mossley Hollins are taking part in outside of school during lockdown. We would like all pupils to send/email photos of them taking part in their exercises with information about their achievements to Mr Doodson or Mrs Dodd on a.doodson@mossleyhollins.com or v.dodd@mossleyhollins.com. Thank you to those pupils who have contacted the PE department already with information this is much appreciated.

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on an app of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know About **CLUBHOUSE** 17+

Clubhouse is an audio-only social media networking app that is currently available only to Apple users. The app encourages conversation between users, in various rooms discussing topics from the serious (health, sports, cryptocurrency, etc) to the more frivolous (favourite cereals, corniest jokes and so on). Clubhouse is like an interactive podcast that allows real-time two-way communication. The app is still in beta-testing stage and is invite only – you can only join if someone sends you an invite.

Fear of Missing out

Clubhouse's exclusivity has created significant curiosity and FOMO (fear of missing out) among internet users still awaiting their invite. Many have turned to Reddit forums and social media for a way in. Scammers are exploiting this excitement: there have been people with the same username selling invites on different platforms. This is a red flag, since any one person only gets two invites to use.

Lack of Moderation

Clubhouse wants to be a safe environment for its users and aims to assign a moderator to every room. However, as users are able to create their own rooms at will, it is hard to see how all of these could be appropriately moderated. Hence, a young person listening in could easily be exposed to adult language or comments that could be deemed offensive.

Recorded Conversations

There has been no evidence to date of Clubhouse conversations being leaked onto the wider internet. But the possibility cannot be dismissed that someone could easily record a conversation and then circulate it online. This would become a problem if a young person used their real name on the app and discussed a potentially sensitive issue in any of the rooms.

No Age Verification

The app is targeted at users aged 18 or over. However, there is no age verification system in place (as yet), so anyone under 18 could easily join the app if they received an invitation. As Clubhouse encourages forthright discussion among adults, a young person signing up to the app would be highly likely to hear vigorous discussions of age-inappropriate subjects.

Insufficient Safety Protocols

Although the app condemns hate speech and online abuse – and is working hard to keep these off the platform – there have been some safety concerns about Clubhouse. The speakers in some rooms, for instance, have been found to be taking advantage of the lack of moderation to incite hate against minority groups.

Accidental Exposure

There are three types of room: open (anyone can join), social (only for someone's 'friends' on the app) and closed (the room creator decides who is allowed in). A child could easily be invited to join rooms by their friends or by someone they follow. This may result in them accidentally joining rooms that aren't age appropriate. There is currently no way to prevent this from happening on the app.

Advice for Parents & Carers

Use 'Closed' Rooms

If your child is determined to use Clubhouse, emphasise that – in privately created rooms – they should only chat with people who they actually know. When creating their own chat room, encourage them to always set it to 'closed' (so only they can decide who can listen in or join the conversation) and don't allow strangers to have access.

Block or Report

Even as just a listener you can block someone or report them for abusive behaviour. If your child comes across a speaker in Clubhouse that is being offensive or abusive, then encourage them to block and report that user. It's good practice to always walk your child through blocking and reporting on any app with those facilities, giving them a method to protect themselves.

Emphasise Digital Etiquette

There are no text-messaging or image-sharing options currently available on Clubhouse; speakers whose presentation needs a visual element change their profile picture as a way to show the image. But it is still possible that conversations (even in private rooms) may be recorded by another user. Remind your child of the importance of maintaining good digital etiquette and behaviour.

Avoid Linked Social Media

When creating a profile, users can link it to their Twitter or Instagram account. Many people have used this to then connect with or message others users directly. You can protect your child's personal information by keeping any other social media accounts they might have separate from Clubhouse. This will reduce the potential of a stranger privately messaging your child away from the app.

Talk about the App

Clubhouse is for over 18s. So if a young person really does want to use the app, assess whether they are mature enough to handle some of the conversations they might encounter before allowing them to download it. Prevent them being misinformed by encouraging them to research the speakers they follow – making sure that they are credible people who are qualified to present on a particular topic.

Explore it Yourself

If your child is interested in Clubhouse, perhaps the best way to understand how the app works, and its format and content, is to download it yourself before they do. Trying the app will help you to decide if it is appropriate for your child to use. If you're not happy that it's suitable, explain your reasoning to your young one and possibly cooperate in researching more child-friendly alternatives.

Meet Our Expert

Parveen Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of Kids N Clicks: a web resource that helps parents and children thrive in a digital world.



https://www.indehackers.com/products/clubhouse-invites/Reddit-clubhouse-invite-dont-buy-clubhouse-rooms-MR23gMG_OzQ1kmu8
<https://www.23andme.com/news/articles/2022-10-26/as-tech-dating-clubhouse-goes-to-does-scrutinize-text-49230Clubhouse%20spokeswoman%20said%20rooms%20for%20users%20in%20beta-stage>

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